Utilizing PharmD Teaching Assistants To Support Content Integration

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Background

Current literature recognizes the importance of creating an integrated course and curriculum, however, there are no definitive answers on the degree and kind of integration that will be most beneficial to students' learnings.¹

Bridging this literature gap is crucial for advancing the ongoing dialogue on how to construct a fully integrated curriculum, aligning with the needs of pharmacy students.

Goals

Explore opportunities for integration among disciplines to identify potential areas of student confusion and build a fully integrated curriculum for pharmacy students.

Integrated PharmD Disciplines



Approach

Step 1

 Three PharmD students in their third pharmacy school year (P3) reviewed required course material as teaching assistants (TAs) alongside enrolled second year (P2) pharmacy students.

Step 2

Online course content in the Integrated Pharmacotherapy
 1 (IP 1) course at The Ohio State University across different
 modules were reviewed to identify any perceived or actual
 variations of similar information across disciplines that
 could be points of confusion for P2 students.

Step 3

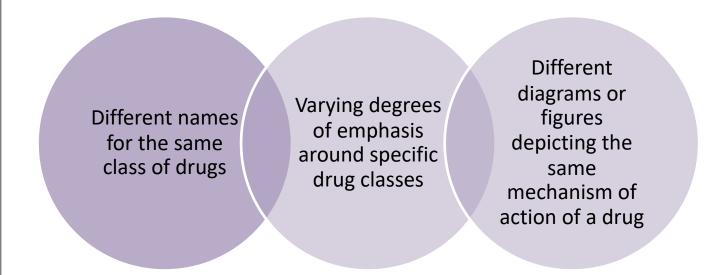
• P2 students were able to ask questions directly to a discussion board. The TAs were then able to directly answer their questions in real time.

Step 4

 Once reviewed, P3 TAs provided their notes to course faculty to promote content updates and to provide any needed clarifications to the enrolled P2 students

RESULTS

Commonly identified integration mismatches



TA Key Takeaways

Increased
leadership and
time
management
skills

Enhanced subject mastery by revisiting core subjects

Developed enhanced communication skills

Conclusions

Different disciplines within a single module often had variations in content presentation that could have resulted in confusion amongst students but was clarified through integration of information and peer to peer learning.

Recommendations

Utilizing PharmD students as teaching assistants to their peers seems to provide benefit to the overall integration of course materials in the IP1 course whilst providing extra review time for the P3 TA's and thus, their incorporation as aid in the IP1 course should be continued.

References

1. Sun D, Kinney J, Hintz A, Beck M, Chen AMH. Advancing Pharmacy Education by Moving From Sequenced "Integration" to True Curricular Integration. *Am J Pharm Educ*. 2023;87(6):100056. doi:10.1016/j.ajpe.2023.100056

